



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

ST. ANDREW'S SCHOOL

MARCH 2017



SCHOOL'S DETAILS

School College	St. Andrew's School
DfE number	869/6001
Registered charity number	309090
Address	St Andrew's School Buckhold Pangbourne Berkshire RG8 8QA
Telephone number	01189 744276
Email address	admin@standrewspangbourne.co.uk
Headteacher	Mr Jonathan Bartlett
Chair of governors	Mrs Felicity Rutland
Age range	3 to 13
Number of pupils on roll	289
	Boys 149 Girls 140
	Day pupils 275 Boarders 14
	EYFS 39 Years 1 to 6 193
	Years 7 to 8 57
Inspection dates	22 to 23 March 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, and attended chapel. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Bridget Windley

Reporting inspector

Mr Nic Hoskins

Team inspector (Head of junior school, HMC school)

Mrs Sarah Marsh

Team inspector (Head of junior department, ISA school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 St Andrew's School is an independent day and boarding school for boys and girls aged between 3 and 13 years. In 1934 the school was founded as a boys' boarding school, becoming co-educational in 1971. In 1961 it became a charitable trust administered by a board of governors. The school is now primarily a day school, although it continues to offer flexible boarding from Monday to Thursday for pupils from Year 3 upwards. Boarders are accommodated in one boarding house. The school comprises Pre-Prep, for pupils aged 3 to 7 years, which includes an Early Years Foundation Stage (EYFS), and Prep, for pupils aged 7 to 13 years.
- 1.2 Since the previous inspection a new head, deputy head and head of Pre-Prep have been appointed.

What the school seeks to do

- 1.3 St Andrew's aims to provide pupils with opportunities to flourish academically and become independent learners with enquiring minds who strive for self-improvement. It seeks to ensure that boys and girls will leave the school with a zest for learning, and the skills to be positive members of society. The school has a Christian ethos.

About the pupils

- 1.4 Pupils come mainly from rural and semi-rural backgrounds in the surrounding area of Berkshire and Oxfordshire. A small proportion represents minority ethnic groups. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 12 of whom receive additional specialist help. English is an additional language (EAL) for three pupils who have their needs met by their subject teachers. The school provides a modified curriculum for 20 pupils who are identified as being more able.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was a standard inspection in February 2011. The recommendations from that inspection were:
- Ensure that the senior manager in the pre-prep has sufficient time available for the regular monitoring of teaching and learning.
 - Within the continuing programme for refurbishment make improvements to the boys' and girls' changing rooms in main school building as soon as possible.
 - In the EYFS setting provide a covered area in order to improve the all-weather outdoor environment for all areas of learning.
- 1.7 The school has successfully met all the recommendations of the previous inspection.
- 1.8 The recommendations of the intermediate boarding inspection in November 2014 were:
- Formalise meetings between boarding staff to enable a clearer system for monitoring and review.

- Strengthen the procedures for arranging supervision when staff begin work before DBS checks are seen.
- Provide more opportunities for the professional development of residential staff with regard to understanding boarding provision.

1.9 The school has successfully met all the recommendations of this inspection.

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils show extremely positive attitudes towards their learning.
- Pupils demonstrate high levels of knowledge, skills and understanding.
- Not all year groups apply their information, communication and technology (ICT) skills to other subjects as well as possible. This is because technology is not fully integrated into teaching and learning.
- Pupils of all abilities receive excellent support and make rapid progress.

2.2 The quality of the pupils' personal development is excellent.

- Pupils show an exceptional commitment to raising funds for charity and contributing to their school community.
- Pupils are acutely aware of the feelings and needs of others and they show a noticeably strong standard of spiritual development.
- Pupils are extremely well-behaved, friendly and courteous and their moral development is outstanding.
- Pupils throughout the school show excellent confidence and self-awareness.

Recommendation

2.3 In the context of the excellent outcomes, the school might wish to consider:

- Enabling pupils to apply their ICT skills to other subjects more strongly by integrating technology into all areas of teaching and learning.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils of all ages demonstrate excellent attitudes towards their learning. The school actively encourages its pupils to strive to improve in all facets of school life and hence it successfully upholds its motto 'Altiora Petimus', or 'to seek higher things'. As they move up the school pupils support each other extremely well in many ways, because leaders and staff promote collaborative working throughout the school. Pupils are mature and independent; they think for themselves and are keen to take initiative when required. They approach their studies with energy and diligence and are proud of the commendations they earn for their efforts.
- 3.3 Throughout the school pupils show high levels of knowledge, skills and understanding in all areas of the curriculum. They listen attentively in class and can express their ideas clearly and confidently. Younger pupils were observed using a high level of technical language when constructing the longest caterpillar. In a science lesson older pupils used their existing scientific knowledge to offer high quality answers when embarking on a new topic about energy.
- 3.4 Pupils of all ages read with understanding and their strong communication skills are developed through participation in many different activities and events such as public speaking and school assemblies. Children in the EYFS make an excellent start with reading and writing. For example, children were observed practising their ability to match letters and sounds most successfully as a result of being taught in groups arranged to match their abilities and needs. Older pupils displayed confident performing skills in their end of term musical play. Throughout the school pupils' written work is of a very high standard. They are able to write in different ways using the correct type of language and sentence structure and their presentation shows considerable care. Older pupils complete high quality extended pieces of writing as a result of opportunities provided in English, the humanities and religious studies (RS).
- 3.5 All pupils achieve excellent standards in mathematics as a result of knowledgeable and supportive teaching, which provides most effectively for pupils with different levels of abilities. In the EYFS, all Reception children can count in twos up to ten and many can count sequentially up to a hundred. Older pupils are confident to apply their logical and mathematical understanding to a range of subjects. Pupils show competence in ICT. Younger pupils can handle word processing and onscreen presentations skilfully and older pupils are adept at making presentations, producing spreadsheets and using coding. However, not all year groups apply their ICT skills as well as possible to other subjects. This is because technology is not fully integrated into teaching and learning.
- 3.6 Pupils' musical skills are developed to a high standard. This is because leaders ensure that pupils receive many opportunities to learn instruments from Year 2 and perform with a multitude of school groups ranging from string quartets and other chamber ensembles to Big Band Jazz. Pupils excel in one of the five choirs who regularly perform in concerts and chapel services. Annually, members of the school's flagship senior choir enjoy the experience of performing Evensong in a cathedral. Pupils enjoy considerable success in sport and specialist staff contribute significantly to the pupils' strong performance. Governors support pupils' achievements in this area by ensuring that their opportunities for sport are enhanced by the provision of the school's outstanding grounds. Pupils frequently achieve success at county level in rugby and cricket and both boys' and girls' hockey teams have won county and regional hockey tournaments. The orienteering team are currently national school champions, a position which they have held four times in the last five years. Pupils' excellent achievements are firmly supported by a diverse range of co-curricular activities which enable them to develop exciting new skills. Pupils' artwork is of a good standard, and some excellent sculpture inspired by the work of Giacometti was observed. Trips to galleries further enhance the pupils' appreciation and understanding of art.

- 3.7 Pupils demonstrate outstanding study skills. Scrutiny of pupils' books revealed excellent research skills. In one history lesson observed, older pupils showed confidence and high level thinking skills as they studied historical sources based on Robin Hood to analyse and hypothesise what they could learn from the evidence provided. They discussed what they could tell, what they could infer and what they wanted to research. In interviews older pupils were extremely enthusiastic about the recent introduction of the study skills programme. They reported that the strategies they were learning were helping them significantly in their preparation for exams.
- 3.8 The school does not take part in National Curriculum tests, but the available evidence from school data, scrutiny of the pupils' work, and lesson observations shows, attainment to be above national age-related expectations. The outcomes for pupils within the EYFS are excellent and school leavers consistently gain their first choice of senior schools, with many being awarded scholarships.
- 3.9 Pupils of all abilities make rapid progress in lessons as a result of skilful and knowledgeable teaching. Almost all pupils and most parents who responded to the questionnaire reported that teaching provides opportunities to make good progress. From the EYFS onwards pupils show initiative and independence and they are keen to improve their own learning. In interviews, pupils with SEND spoke highly of the excellent support they receive which has enabled them to make noticeable progress. They reported that they are confident to seek help when required as a result of the trusting relationships they have with staff. Class teaching makes adjustments for their difficulties, and the learning skills department prepares appropriate individual learning programmes to ensure that their needs are met. The few pupils with EAL perform in line with their peers as their English becomes more assured. More able pupils benefit considerably from the setting arrangements which start from Year 5, whereby they can progress at an accelerated pace. From Year 3 onwards, pupils can also benefit from the many challenging activities which are on offer through the enrichment programme which offers a carousel of activities such as 'Young Enterprise', first aid and chess. Dedicated scholarship classes further help the very able senior pupils to extend their highly-developed skills and knowledge.
- 3.10 Pupils' high standard of achievement is supported most effectively by strong governance and leadership which ensures that the school meets its aim to provide pupils with the opportunities to flourish academically and become independent learners with enquiring minds. Governors are fully committed to raising pupils' achievement. The school has responded most effectively to the recommendations of the previous inspections, which have all been met. Since the previous inspection the leadership, along with the newly formed senior management team, has introduced more robust systems and structures. Staff appraisals, regular lesson observations and scrutiny of pupils' work have been introduced, all of which contribute significantly to pupils' high standards of achievement.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils are very proud of their school community and they are keen to contribute to it. They benefit from the many opportunities to show service and leadership and they take their responsibilities seriously. Older pupils help to look after the children in the EYFS, listening to them read and assisting them in their form rooms in the morning. Children in EYFS visit a local care home at Christmas, sharing their Nativity play and a selection of carols. Pupils show an exceptional commitment to raising funds for charity and a committee which comprises staff and pupils oversees the school's charitable activities. During the inspection a group of older pupils independently initiated and organised a cake sale for a local hospice. Biennially, the oldest pupils are given the opportunity to visit one of the schools they support in Africa where they experience hands-on learning and gain understanding of the impact of their contributions to others.
- 4.3 Pupils' decision-making skills are highly developed and as they grow older, pupils become increasingly aware that the decisions they take are important determinants of their own success and well-being. Older pupils report that they are encouraged to take greater independence as they move up the school. They learn valuable business skills through the Young Enterprise programme where they learn to grasp financial awareness and managerial skills. Having developed a product to sell for charity they then initiate, organise and oversee the event often displaying outstanding initiative and resilience.
- 4.4 Pupils show a noticeably strong standard of spiritual development. They are acutely aware of the feelings and needs of others and build a reasoned set of attitudes, values and beliefs based on Christian principles. Regular assemblies in the school's chapel allow time for quiet and reflective thought. The pupils' spirituality is developed through their access to RS lessons and stimulating musical activities which enhance collective worship. Children in the EYFS have high regard for, and a heightened awareness of, their natural surroundings. Younger children were observed collecting and admiring forest debris to create a witches' potion following a literacy session.
- 4.5 Pupils' moral development is outstanding, and pupils are extremely well-behaved, friendly and courteous. In the questionnaire an overwhelming majority of pupils and most parents reported that pupils are encouraged to behave well. At all times they acknowledge their core values of respect, kindness, politeness, teamwork, honesty, enthusiasm and perseverance. Pupils benefit from happy and trusting relationships with staff who also model these values. Pupils develop a very good understanding of the workings of democracy and of the concept of economic well-being. Opportunities for democratic voting, such as for the election of school council representatives, further this understanding. The oldest pupils acquire a strong understanding of rules and laws through their work in Personal Social and Health Education (PSHE) and RS where they consider challenging issues such as overcoming depression and whether a death penalty is morally acceptable. Boarders are particularly self-disciplined as a result of the responsibilities offered by the flexible boarding arrangements.
- 4.6 Pupils' social development and collaboration are excellent. For example, pupils in the EYFS know how to work together in order to solve problems, while older pupils demonstrated outstanding teamwork while working on a series of mathematical puzzles. Pupils demonstrate much sensitivity and awareness of the needs of their peers, including those who have SEND. An overwhelming majority of pupils who responded to the questionnaire said that the school encouraged them to respect others.

- 4.7 Pupils show kindness and considerable respect for one another regardless of their cultural backgrounds, religious faiths or traditions. Older pupils enjoy comparing different religions in an appreciative and considerate manner. Pupils' awareness of diversity and different faiths is nurtured by the opportunities that the school provides, such as a visit by a local Muslim to discuss his culture and beliefs and trips to a Hindu temple and a Jewish synagogue. Younger pupils celebrate the feasts and festivals of Diwali and the Chinese New Year. In the questionnaire, almost all of the parents who responded agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 4.8 Pupils, including boarders and those in the EYFS, appreciate the importance of keeping themselves safe and healthy. In the questionnaires almost all pupils reported that they understand how to remain safe online, and in discussions, pupils showed an awareness of the dangers of social media. Children within the EYFS are independent in their self-care routines. They can put on their coats independently and they know why they should wash their hands before they eat. Younger pupils can describe a rainbow plate, understanding how different foods can be sorted by colour and type into appropriate segments. They all know which foods are healthy. Pupils' strong awareness of the importance of exercise and staying healthy is enhanced through PHSE and science lessons about healthy lifestyles, and the many opportunities that they have to be active in physical education and games, which are actively encouraged by school leaders.
- 4.9 Pupils throughout the school show excellent confidence and self-awareness. In the EYFS, the children clearly understand the rules of the classroom and they are highly successful in selecting activities during their independent learning sessions. Older pupils in particular show notable perseverance, resilience and the desire to learn new skills. For example, during one English lesson, pupils demonstrated their considerable self-discipline as they worked independently on a creative writing piece inspired by science fiction. By the time they leave school, pupils have an excellent standard of personal development. The school fully meets its aim to ensure that the boys and girls leave the school with a zest for learning and have the necessary skills to be positive members of society.